

CHAPTER ONE

INTRODUCTION

This study is about “Effectiveness of visual materials in reading Comprehension” This chapter consists of general background, reading comprehension, literature review, hypothesis of the study, objectives of the study and significance of the study.

1.1 General Background

Despite many supporting materials having been devised and used to stress the teaching of English language. The results have not been very satisfactory. Because even trained teachers also doesn't care for the level of students, nature of class, linguistic level of students and psychology of the students and so on. Since, English has been started to teach formally in schools and colleges, various types of visual materials have been used to make teaching learning process lively and meaningful. Visual materials help to motivate students towards learning and make teaching learning process more effective. Visual materials are materials on which words and or picture are printed for reading comprehension, consolidating vocabulary, practicing structure and word order, or for a variety of games. They are simple and effective, but they also require careful thought and preparation in advance.

Visual materials are those which words and /or pictures are printed or drawn. They should be big enough to be seen clearly by every student in the class. There are published sets of visual materials in the market, but they are also easy to make either as drawing or with cut out pictures from magazines.

Visual materials are generally defined as any materials that can be used in the classroom to facilitate learning. Visual materials are teaching devices

such as charts, drawing, pictures etc. to enhance and promote teaching learning process. OHP multimedia project or films, TV, video etc are also visual materials. Visual and audio aids, which can be helpful to the teacher to do his job better. El. Araby (1974, p.2) says, 'Teaching aids, however are designed to help the teacher save time and effort. Many of them can be effectively used in large classes. Some of them relieve the teacher from many routine works. All of them make the class more lively and more interesting for the teachers and the students.'

Stevick (1957) concludes, ' . . . anything audible or visible which helps your students learn the language more quickly or more accurately . . . ' (as cited in Sharma and Phyak, 2006, p. 300)

Similarly, Heaton (1979) includes teacher students blackboard, textbook and classroom as time basic visual materials (as cited Sharma and Phyak, 2006).

Burton (1963) says, "Visual materials are those sensory objects or images which initiate as stimulate and reinforce learning." (as cited in aggrawal, 1996, p. 134)

Visual materials are useful for presenting, practising and revising vocabulary or as prompts for other activities for examples, to illustrate the characters in a dialogue and to help students improvise their reading comprehension.

Hence we conclude that language teacher can easily arouse the interest of students by using the visual materials. And teachers can express their ideas clearly if they make good use of visual materials. Those visual materials allow the students to learn quickly and easily.

1.2 Importance of Visual Materials

Visual materials have great importance in teaching learning process.

Teaching learning process, without using visual materials, will be meaningless.

Lee and Coppen (1964,p.1) say that visual and aural materials can be helpful to English teacher in a number of different ways:

- i. They can brighten up the classroom and bring more varieties and interests into language lessons.
- ii. Visual materials in particular can help to provide the situations (contexts) which light up the meaning of the utterances used.
- iii. Aural aids in particular can help the teacher to improve his own English and to prepare more effective lesson.
- iv. Both audio and visual materials can stimulate children to speak English as well as to read and write it.
- v. They can help in giving information of one kind or another about the background of literature and about life in English speaking countries.

According to Wright (1986,p.46), there are some importance of visual materials, they are as follows;

- i. They make communicative approach to language learning easier and more natural.
- ii. They can be used for decorative purposes, for creating variety and for making the lesson more interesting.
- iii. They shorten teaching learning process.
- iv. The use of aids to teach word meaning is obvious.

Similarly, Aggarwal (1997), p.36) mentions the following merits of teaching aids:

- i. They develop a sense of reality and visualness.
- ii. They develop a sense of objectivity.
- iii. They provide a kind of convenient and motivating environment.
- iv. They arouse curiosity among the students.
- v. They provide opportunity for useful mental experience and imagining, comparing, analyze and drawing inferences.
- vi. They provide interest in the study of the subject.
- vii. They promote functional knowledge.
- viii. They supplement classroom lessons.

Therefore, the importance of visual materials in language teaching is immense.

1.3 Types of Visual Materials

Visual materials can be divided into different ways:

Wright (1976, p.1) says that many media and many styles of visual presentation are useful to the language learner. There is no general rule to which, medium and style are appropriate at one time. He further mentions different types of visual materials for language teacher (p.63). Some of them are as follows:

- a. Blackboards, white boards
- b. OHP
- c. Magnet board, flannel board, plastigraph

- d. Flash cards
- e. Wall charts, wall posters/wall pictures
- f. Clocks and games
- g. Sentence makers
- h. Drama visual materials
- i. Realia
- j. Slides and filmstrips
- k. Language laboratories.

Similarly, El-Araby (1974, p.10) includes the different types of audio-visual materials They are as follows:

- i. Aids to aural comprehension
- ii. Aids to speech production
- iii. Two-dimensional aids
- iv. Activity programmes
- v. Recorded materials

Reading Aids

- a) Aids for visual recognition
 -) Flash cards
 -) Reding cards
 -) Reading lab
 -) Comic magazines and poster

) Teacher and students made materials

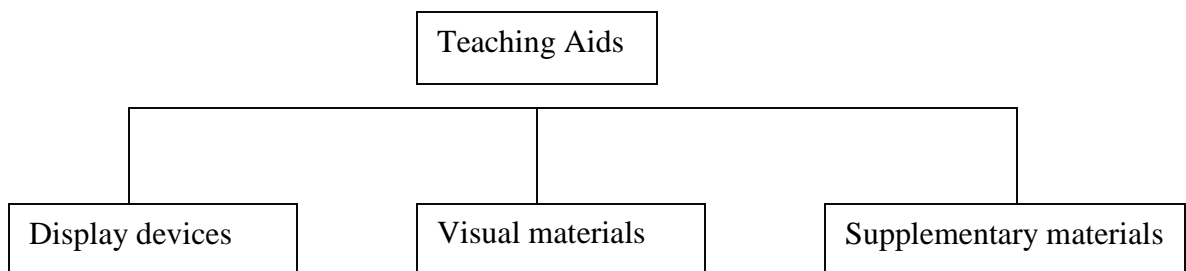
Mechanical Aids for Reading

-) Tahistoscopes
-) Reading papers
-) OHP
-) Reading films

iv) Reading Materials

-) Chalk board and OHP
-) Motion pictures
-) T.V.
-) Radio
-) Newspapers and magazines
-) Notices
-) Matching objects
-) Flashcards
-) Calendar
-) Maps, globes

Similarly, El-Araby (cited in Sharma and Phyak 2006, p. 301) include following types of teaching aids.



Display

- | | | |
|-----------------|---------------|-------------|
| - Blackboard | - realia | - songs |
| - pocket chart | - flash cards | - rhymes |
| - white board | - pictures | - games |
| - flannel board | - puppets | - puzzles |
| - magnet board | - OHP | - cassettes |

Likewise, (Aggrawal, 1996, p. 16) divides the teaching into the following ways.

- | Audio materials | Visual material | Audio-visual materials |
|---------------------|------------------------|--|
| -language | -bulletin boards | -demonstration |
| -laboratories | -chalk boards | -films |
| -radio | -charts, drawings etc. | -printed , materials
with recorded sounds |
| -sound distribution | - Exhibits | -sound filmsarips |
| -tape and disco | -film strips | -study strips |
| -recordings | -flash cards | - television |
| | -flip books | - videos tapes |

1.4 Reading Comprehension

1.4.1 Reading

Language teaching and learning is generally regarded to be a complex phenomenon. The purpose of teaching language changes according to the time, place, situation and the need of the learner. In the past, teachers used

to teach languages for studying the literature and culture related to those languages. Afterwards, a new trend came in the field of language teaching with the main purpose of language study. Language teaching now a days is aimed at making the learner able to communicate in the target language appropriately and effectively. Language teaching, traditionally was thought to be an art but it is no longer an art but a science nowadays. This has become a combination of skills to be practiced and mastered. Language learning or teaching requires the development of four major skills, i.e. listening, speaking, reading and writing. These skills are divided into two groups: productive skills and receptive skills. When we speak or write something, we produce some bits of language or a message is conveyed through it. Thus speaking skills on the other hand, when we listen or read something we get some message i.e. we receive something through listening or reading. Thus reading and listening skills are receptive skills.

Traditionally, teaching of reading was emphasized and it was thought to be the most important skill though it is the third skill to be learnt in the natural hierarchy of language skills. The traditional and the most common way of teaching reading is somewhat misleading. It is not the actual reading by the students but by the teacher only. The teacher reads aloud the reading text, writes the meaning of some new and difficult words in Nepali, and then explains the paragraphs line by line discusses comprehension question and gives notes. This is the most common way teaching reading text; this method fails in developing the actual reading skills in the learners in our country.

A learner becomes capable of understanding the spoken form of language and he can express his ideas through speech. He does this without being able to read and write in that language. This shows that reading is an optional

skill in the beginning for a learner. The same thing applies to the learner of the first language too. They acquire the first two skills without making conscious effort whereas learning reading requires conscious effort and practice in both the first and the second language learning. To speak and understand mean learning the language whereas reading and writing imply that the language is known and that we are learning graphic representation of it.

The fact that many languages do not have graphic convention of conveying meaning even though their language and culture are active and transmitted through oral tradition. It does not mean that we need not teach reading to the students because students deprived of any visual support tend to make surreptitious notes of what they think are hearing in a form which is phonetically inaccurate (Rivers 1972:18) reading skill should be taught in relation with other skills. As we know that every skill is interrelated to each other.

The importance of reading in modern times can hardly be exaggerated. Modern world without reading materials is unimaginable. Reading is the cheapest and best way of getting information, increasing one's professional knowledge and keeps oneself updated with the things happening around us.

1.4.2 Reading as a Skill

Reading, one of the receptive skills of language, is a way of grasping information from the graphic symbols. It is possible only when reading involves understanding. It is the total understanding of the message contained in a text. Reading is an active and receptive skill on the part of the learners because in order to receive information, the reader has to be actively involved in reading. While reading a foreign language text, the reader has to

try to understand the message without the help of the native speakers. It is believed and observed in readers. To put in Rivers (1968:213) words “in many countries foreign language are learnt by number of students who will never have the opportunity of conversing with native speakers but who will have access to the literature and periodicals or scientific and technical journals written in that language. Many will need these publications to assist them with further studies or in their work; others will wish to enjoy them in their leisure time”.

Reading comprehension simply refers to the process of extracting three levels of meaning from the graphic symbols. These three levels are receive lexical meaning, structural meaning and socio-cultural meaning.” It can, therefore, be concluded that sound reading skill enables the learners to receive lexical meaning, structural meaning and socio-cultural meaning of the foreign language the learners meaning of the foreign language. In other words, proper reading has three elements in it symbol, sound and sense.

1.4.3 Testing Reading Comprehension

Assessment of what is learnt becomes meaningful when it is done in an informal and continuous basis. This can give the teacher an overtly clear picture of the students’ achievement than formal tests or examinations. If only formal tests are administered to the students it shows only average level of competence reached by the students while testing reading comprehension, formal as well as informal tests should be administered.

According to the curriculum, 25 percent of the marks were allocated to reading skill for national examination. It is here clear that reading is not a neglected skill. Equal attention has been given to writing skill. Listening and speaking are also tested in the examination secondary level. In order to

meet the objectives of the curriculum, the teacher should evaluate students reading skills, checking them how well they have understood and what they have read.

1.4.4 Reading Comprehension

Reading comprehension simply stands for reading and understanding the materials. It is a receptive skill and involves the process of decoding i.e. converting language into message (Grellet, 1981) states “understanding written text means extracting the required information from it as efficiently as possible reading and reading comprehension are interchangeably used in language, the letters and words in the text materials. Understanding the text results in a mental representation of the state of affairs the text describes.

Why we read is either for pleasure or in order to find out the required information. The readers can predict what they are going to read. They presuppose what will happen next. We can extract detail information by reading a text. Reading helps the readers to deduce the meaning of unfamiliar words from contexts. Similarly, the readers recognize the device for cohesion. Finally, we can get a general picture of text by reading it.

Grellet (1981, pp.4-5) states “A competent reading will quickly reject irrelevant information and find out what is looking “Reading comprehension involves making meaning of words phrases, clauses, sentences and the text. The reader needs to interpret the total organization of the text to comprehend it.

Munby as mentioned in Grellet (1981, pp.29-32) are the developing reading skills:

-) Recognizing the script of a language.

-) Deducing the meaning and use of unfamiliar lexical items.
-) Understanding explicitly stated information.
-) Understanding information when it is not explicit.
-) Understanding conceptual meaning.
-) Understanding the communicative value of sentence and utterances.
-) Understanding relations within the sentence.
-) Understanding relation between the parts of a text through lexical cohesion devices.
-) Interpreting text by going outside it.
-) Recognizing indicators in discourse.
-) Identifying the main points if important in piece of discourse.
-) Extracting salient points or summarizes (the text, and idea etc.)
-) Selective extraction or relevant points from a text.
-) Basic reference skills.
-) Skimming
-) Scanning relocate specifically required information
-) Transcending information to diagrammatic display.

Along with the above mentioned varieties of skill in reading, people come across a number of varieties of a detailed comprehension Grellet (1981) presents the following text type the usually comes across.

Novel, short stories, talks, other related to and passage (e.g. essay, diaries, anecdote and biographies)

-) Plays
-) Poems, limericks, nursery rhymes
-) Letters, postcards, telegrams, notes
-) News papers and magazines.
-) Specialized articles, reports, reviews, business letters.
-) Summaries, précis, accounts, pamphlets
-) Textbook, guidebooks, handbooks
-) Recipes
-) Advertisement, novel brochures catalogues.
-) Puzzles, problems, rules for games.
-) Instruction (e.g. warming, direction, posturing etc)
-) Comic strips, cartoons and caricatures legends.
-) Satire, diagrams, flow/pie chart, time table.
-) Telephone directories, dictionaries, phrase book etc.

1.3 Review of the Related Literature

Teaching English has been a challenging profession with regard to its troublesome result. Many researcher as well as the teachers have been studying and discussing the responsible components for the declining of the standard of English.

A number of research studies have been carried out find the effectiveness of different methods and techniques in language teaching in the Department of

English Education, T.U. some of the related research studies are given bellows;

Paudyal, K. (1977) conducting a research study entitled “A study of problems faced by secondary school teachers in teaching English in Lalitpur district’, aimed at finding out the problems in teaching English. He closed his thesis with the conclusion that effective teaching can’t be resulted without the effective use of reading materials.

Adhikari, K.P. (1986), conducted a research to finding the strip story in developing writing skill. The findings showed that the experimental group performed better than their counter parts who were ought in usual classroom techniques.

Similarly, Chapagain, T. (1999) conducted a study entitled “use of teaching materials and its impact in English language learning’, and concluded that the materials are an integral part of English language teaching and they highly positive impact on language teaching.

In the same way, Timilsina, T.R. (2000) conduct a study on “the effectiveness of recorded materials over conventional teaching listening comprehension.”

This research concluded that recorded materials are far more better than the conventional teaching in teaching listening comprehension.

Acharya, H.L. (2001) carried out this study entitled “the effectiveness of recorded materials into teaching listening: a comparative study” . It emphasized on the recorded materials and live materials an their effectiveness on teaching listening skill.

Moreover, Sapkota, D.P. (2006) carried out this research on "The effectiveness of live presentations and recorded materials in teaching listening comprehension.

Ghimire, M. (2007) carried out this research on the effectiveness of visual aids in teaching vocabulary". This research claimed that the visual aids play a significant role in teaching vocabularies either active or passive.

Similarly, different writers have published books and articles about the teaching materials, while going upon the research study some of the consulted books are presented below:

Lee and Coppen (1964) in their book 'Simple audio-visual aids foreign language teaching includes two large foreign language teaching' includes two large chapters, the first one is about 'using aids' and the second one is about 'making aids'. Those two chapters further include several other sub topics. Therefore, they were very much useful for the research study.

El-Araby (1974) in his book "Audio-Visual Aids for Teaching English: An Introduction to Materials and Methods" includes several material and their aims and purposes of language teaching aids, aids to aural comprehension, aids to speech production, readings aids, writing aids, multi-skill aids as well as including several sub-units.

Likewise, Wright (1976) in his book 'Visual Materials for the Language Teacher' mentions several advantages of the teaching aids in ELT.

Similarly, Aggrawal (1996) in his book 'Principles Methods and Techniques of Teaching' expresses types of teaching materials, the principles of teaching and learning as well as the methods and techniques used in teaching learning activities.

Likewise, Fincocchiaro, M. and C. Brunfit (1983) published a book entitled 'The Functional National Approach: From 'Theory to Practice' which advocates for the effective role of the teaching materials in teaching English and also suggests a long list of materials for vitalizing learning.

Similarly, Sharma and Phyak (2006) in their book 'Teaching English Language' include several chapters related to teaching aids and materials as well as writing activities and their skill which were important for the research.

So, a number of researches mentioned above carried out by different researchers, and books written by different scholars, experts, linguistics etc. have promoted the importance of visual materials in teaching reading comprehension: They also have suggested clear cut ideas about using the visual materials at different stages of the classroom teaching. They have also dealt with the access of these materials very clearly. However, clear and concrete ration of impact in learning the English language as well as developing reading skills by the use of visual materials is hardly experimented anywhere. Thus, the present study was conducted to find out the effectiveness of visual materials in the development of reading skill in the students of grade IX of Gorkha district. Thus, I made an effort to fill up this gap. For this purpose, I selected the title "Effectiveness of visual materials in reading comprehension to grade ix." Furthermore, none of the research works carried out so fan deals reading comprehension. Hence, the present study is different from others.

1.6 Objectives of the Study

The objectives of the study were as follows:

- i. To find out the effectiveness of visual materials in reading comprehension;
- ii. To suggest pedagogical implications.

1.7 Significance of the study

Besides the accepted values about the importance of visual materials in teaching English, no research studies had been conducted in order to ascertain the concrete ration of the effect of visual materials on teaching English to grade ix students. In the same token, the Gorkha district was not still included under my research study related to the effectiveness of visual materials. Hence, I selected Gorkha district to my study the effectiveness of visual materials in the development of reading comprehension in grade ix students. This research made an extensive focus on the use of visual materials and their impact the reading comprehension. Moreover, reading is the one of the most powerful way of grasping information about the world.

The present research work is expected to be beneficial to all the stakeholders of teaching learning process i.e. students, teachers, curriculum designers, materials producers and to all those who are seeking to develop reading comprehension. Besides, it will pave the way for the further study to other researchers in the similar area.

CHAPTER –TWO

METHODOLOGY

This chapter deals with the methodology which was adopted during the study. It comprises with the sources of data, population of the study sampling procedures, tools used in the collection of data, process of data collection and limitations of the study. For the fulfilment of the objectives of the study, I adopted the following methodology.

2.1 Sources of Data

In this study, I used both the primary and secondary sources for the collection of data. The sources are as follows:

2.1.1 Primary Source of Data

Including both control and experimental groups, there were altogether sixty students of grade ix who participated in the test, they were primary sources of data. This research study is exclusively based on the primary data i.e. the responses made by the testees. The testees all belongs to Shree Gyan Jyoti Higher Secondary School, Hanspur, Gorkha.

2.1.2 Secondary Sources of Data

The secondary sources for data of this study were various books, journals and research works related to ELT and language skills. Such as best and Khan (2002), Taylor (2000), Grellet (1981), Richards and Rodgers (1986), secondary education curriculum for compulsory English, textbook of grade ix, teacher's test construction published by Janak Education Books and Journals.

2.2 Population of the study

Altogether sixty students of Shree Gyan Jyoti Higher Secondary School of Gorkha district' were the population of study and the population was based on the students of grade ix. The researcher divided the total population into two groups: the controlled group and the experimental group. The list of the students in both group is presented in appendix 'C'.

2.3 Sampling Procedures

To carry out research, the total sixty students of ninth grade of Shree Gyan Jyoti Higher Secondary School were purposively selected as the sample of population. They were selected from both sections of the school.

Total sixty students of both sections were selected using fishbowl drawing method. After selected sixty students from both sections, I conducted a pre-test to all sixty students. The model of pre-test is presented in appendix 'A'. I divided them into controlled and experimental groups. The steps of the group division were as follows;

- i. I numbered all the average scores obtained by them.
- ii. Students from all the starta were divided into two groups; 'A' and 'B' on the basis of pre-test taken. Then, I termed them group 'A' as controlled and group 'B' as experimental group. The name list of the students is presented in groups in appendix 'C'.
- iii. As a researcher I taught the group 'A' (controlled groups) without using visual materials except usual classroom materials where a the group 'B' (experimental group) was taught using various teaching visual materials on the basis of the topics presented.

Table No. 1
Group Division Procedures

Pre-test marks	No. of students in group ‘A’	No of in group ‘B’
45-50	8	10
51-55	13	10
56-60	7	7
61 and above	2	3
Total	30	30

2.4 Tools for the data collection

The main tools for the data collection were the test items (both pre-test and post-test items) used for both groups during the research study. The model of test items are presented in Appendix ‘A’.

For the study to find out what kind of visual materials are used to teach English in secondary level, an observation form was used, the model of the form is presented in Appendix ‘D’. Furthermore, I took, twenty four classes, all of them based on reading comprehension. The lessons were all presented in order to develop the reading comprehension of the students. I prepared the daily lesson plans during the period of the research study. Some models of lesson plans are presented in Appendix ‘E’. Test-items and their weightage are shows in the table no. 2 below:

Table No. 2

Test Items and their Weightage of Marks

Item No.	Items	Marks
1	Seen text for reading	40
2	Unseen text for reading	30
3	Paraorthgraphic text for reading	10
4	Other reading text	20
	Total	100

2.5 Process of data collection

The processes used in data collection were as follow:

- i. First of all, a survey was conducted with the help of an observation form in a few higher secondary school of Gorkha districts in order to find out what kinds of visual materials were used by teachers for teaching reading comprehension. (See appendix 'D'). Meanwhile, the subject teacher were also orally consulted in this regard.
- ii. The primary data from this study were collected administering pre-test and a post-test among the sixty students of Shree Gyan Jyoti Higher Secondary School. For this, the test items were develop to measure the proficiency of the students before and after teaching. Visual material and classroom techniques were developed for teaching to the related teaching items.

- iii. To determine the proficiency of the students at the entry point, a pre-test was taken. On the basis of pre-test, I divided the students into two groups: Group 'A' and Group 'B'.
- iv. Group 'A' (controlled group) I taught the controlled group without using visual materials and group 'B' (experimental group) in which I used visual materials to collect data for the study. The medium of instruction was English for both groups.
- v. The control group 'A' and taught without using visual materials. In the absence of visual materials dramatization, simulation, demonstration etc. However, I tried to bring uniformity in methodology for teaching both groups, except those techniques which required the use of visual materials.
- vi. On the other hand, the experimental group was experimented and taught using different visual materials such as real objects, pictures chat, Flash cards etc. including usual materials. I also used the activities such as dramatization, simulation, demonstration with the help of visual materials.
- vii. Each group was taught six days a week, one period a day each period lasted for forty-five minutes. It took altogether 24 lessons to finish the selected teaching items.
- viii. At the end of the classroom teaching a post test was taken. Then, the results obtained from both groups were compared and interpreted by using mean, S.D., D., D% etc. to determine the relative effectiveness of visual materials in reading comprehension to grade ix.

2.6 Limitations of the study

The basic limitations of the study were as follows;

- i. The study was limited to the students of ix only.
- ii. The study was confined to the effectiveness of visual materials.
- iii. The research study was carried out on a single higher secondary school of Gorkha district.
- iv. The study was limited to altogether sixty students of grade ix.
- v. The study was based on twenty four lesson plans.
- vi. The population of the study were ix grade. Thus, their previous knowledge might have influenced the results of the tests.
- vii. The use of visual materials or zero use of visual materials more or less brought variation in methodology too.
- viii. The study was based on teacher made visual materials only, other expensive materials like multimedia projector, film strips and television were not used in the study.
- ix. The research study will be based on twenty four lesson plans based on reading comprehension.

CHAPTER –THREE

ANALYSIS AND INTREPRETATION

This chapter consists of analysis and interpretation of the data. To analyze and interprets the data, three sub units: general observation of the use of visual materials, skill-based comparison and holistic comparison have been presented.

3.1 General Observation of the Use of Visual Materials

Before the actual classroom teaching, I tried to ding out whether the English teachers of Gorkha district used visual materials while teaching or not. For this purpose, I visited some higher secondary schools of Gorkha district and supervised the classed with the help of an observation form. The list if presented in Appendix ‘D’. I used several visual materials while teaching reading comprehension. Some of visual materials are presented below:

Table No. 3

Reading Comprehension and Visual Materials

S.No.	Varieties
1	Flash cards
2	Reading cards
3	Comic magazines and posters
4	Pictures
5	Teacher and student made materials
6	Reading papers
7	Motion pictures
8	Newspapers and magazines

9	Notices
10	Matching objects
11	Calendar
12	Maps
13	Clocks and games
14	Realia
15	Time tables,
16	Bar diagram, pie-charts
17	Cassette player
18	Condolence/paragraphs
19	Poems, stories, essays, extract from novel(s), etc.

With the help of the observation form the classes were observed. I observed the classes and checked whether the required visual materials were used or not under the respective reading text which the researcher presented. But in all classes, the teacher did not use any of above listed visual materials. They only used textbook, blackboard and chalk. The use of blackboard was also limited in writing such as title of the lesson, notes, passages, etc. According to the teachers, the unavailability of the visual materials and large size of the classes were major reasons for not using them. They further informed that the students should not involve in listening practice and writing poem, developing stories etc. Therefore, less use of blackboards and other visual materials and appropriate classroom environment, the teachers expressed that the techniques like dramatization simulation were not possible. On the basis of the aforementioned findings, I set the further course for my study. I selected reading comprehension under different sub skills including different

texts for pre-test and post-test and for presentation in the actual classroom teaching. The test was constructed and the pre-test was administered along the sixty students of Shree Gyan Jyoti Higher secondary School, Gorkha (see Appendix A). The students were divided into two halves on the basis of the achievement in the pre-test. So, on the basis of the proficiency obtained by the students. I divided them into two groups and were termed as 'controlled' and 'experimental'. The controlled group 'A' was taught without using any other visual materials except usual ones. On the other hand, the experiment 'B' was experimented and taught using different visual materials including using ones. At the end of teaching the post test was held.

3.2. Reading Text Based comparison

The individual scores taken from the pre-test and post-test were tabulated under each heading group wise. The average scores are computed out of the individual scores tabulated. The difference between the average scores of the pre-test and post test are computed. If it is higher than zero it shows the progress of the group on the other hand, if it is less than zero, it shows the decrease on the scores of the group. The difference is converted into percentage. The two groups are compared on the basis of progress in average score and percentage in one post-text.

In the way, the statistical approaches of percentage (%) average or mean (\bar{x}) and standard deviation (to qualify the averages) are used to analyze the data. The effectiveness is counted on the basis of increase in average score and the percentage of the group as a whole. Meanwhile the SD (σ) shows the scatterness or dispersion of the scores of each group in the post test. The holistic comparison in SD values is presented in appendix 'G'. By analyzing the SD value it can be inferred that the higher distribution of SD of the test

performance resulted the more heterogeneous nature of the group of the students. Likewise, the lower distribution of the SD value shows that the result is more homogeneous.

3.2.1. Seen Passages

Under seen passages there were different items like story, poems, paragraphs, condolence advertisement, letters, news reports and notes (for detail see table No. 2 and 3)

Table No .4

Score in Seen Passages of Control Group ‘A’

F.M. 40

No. of students	Findings	Score in pre-test	Score in post-test	Post-pre (D)	D%
30	Total	690	792	102	
	Average	23	26.4	3.40	14.78
	Gain	57.50	66.0		

According to table No.4, the full marks of seen passage in controlled group ‘A’ was 40. So, the total score gained by together 30 students score was 23 with 57.5%. While comparing pre-test, we could see that total score of 30 students in post test was 792 and its average score was 26.4 with 66%.

Therefore by comparing the scores of pre-test with the post-test of controlled group ‘A’ in seen passages, we could see that total difference score ‘D’ was 102 which differentiated with average 3.40 showing a difference of 14.78% (for detail see appendix ‘G’)

Table No. 5

Score in Seen Passages of Experimental Group ‘B’

F.M. 40

No. of students	Findings	Score in pre-test	Score in post-test	Post-pre (D)	D%
30	Total	685	868	183	
	Average	22.83	28.93	6.10	26.71
	Gain	57.08	72.33		

According to the table No. 5, we could see that the full marks of seen passage in experimental group ‘B’ was 40, the total score gained by altogether 30 students in pre-test was 685 and its average score was 22.83 with 57.08%.

Similarly, total score gained by of 30 students in post-test was 868 and its average score was 28.93 with 72.33%.

Therefore, by comparing pre-test with post-test of experimental group ‘B’ in seen passage for reading comprehension, we could see that total difference score (D) was 183 which differentiated with average 6.10 which showed a difference of 26.71%.

Therefore as a whole by comparing group ‘A’ with group ‘B’ the average score of seen passage for reading comprehension in group ‘A’ in the pre-test 23 and this increased to 26.40 in post-test. This was an improvement of a by difference by 3.40 or the post-test finding was an incensement by a differential percentage of 14.78 by 3.40 similarly, the average score of seen

passage I group ‘B’ in pre-test was 22.83 and it increased in the post-test 28.983 difference percentage. By analyzing table no. 4 we could see that the average score of both groups were increased with more than 2% in the post-test. Furthermore, it is evident that the differential percentage in experimental group (group B) was higher than in the controlled group ‘A’ (for detail, see appendix – ‘G’)

To derive the results different types of teaching visual materials were used for the experimental group which has been presented in table No. 3. On the other hand the controlled group was taught by using the classroom materials.

3.2.2 Unseen Passage for Reading Comprehension

Under unseen passage for reading comprehension there were different items like advertisement, notice, condolence story poem, essay, articles writing through clues. (see also table no. 2 and 3)

Table No. 6

Score in Unseen Passage of Controlled Group ‘A’

F.M. 30

No. of students	Findings	Score in pre-test	Score in post-test	Post-pre (D)	D%
30	Total	470	546	76	
	Average	15.66	18.2	2.54	16.17
	Gain	52.22	60.66		

According to the table No. 6 we could see that the full mark of unseen passages in control group ‘A’ was 30 so, the total score gained by altogether

30 students in pre-test was 470 and its average score was 15.60 with 52.22%. Similarly, total score gained by 30 students in post-test was 546 and its average score was 18.2 which reached up to 69.66%.

Therefore, by comparing pre-test with post-test of controlled group ‘A’ in reading comprehension of unseen passages we could see that total difference score (D) was 76 which differentiate with average 2.54 which showed a difference of 10.17% (for detail, see appendix – ‘G’)

Table No. 7

Score in Unseen Passage of Experimental Group ‘B’

F.M. 30

No. of students	Findings	Score in pre-test	Score in post-test	Post-pre (D)	D%
30	Total	483	595	112	
	Average	16.1	19.83	3.73	23.18
	Gain	53.66	66.11		

According to the table No. 7 we could see that the full marks of experimental group ‘B’ in reading comprehension in unseen passage was 30. So, the total score gained by 30 students in pre-test was 483 and its average score was 16.1 which reach up to 53.66%.

Similarly, the total score gained by the same 30 student in post-test was 595 and its average score 19.83 which reached up to 66.11%.

Therefore, by comparing pre-test with post-test of experimental group 'B' in unseen passage we could see that total difference score (D) was 112 which differentiate with 3.73 average score showing a difference of 23.18% (D%).

Therefore, as a whole by comparing group 'A' with group 'B' the average score of unseen passage in group 'A' in the pre-test 15.66 which increase to 18.20 in the post-test. The difference between the average scores of pre-test and post-test was 2.54 and accordingly, increase of 16.17. Difference in percentage similarly, the average score of unseen passage in group 'B' in the pre-test was 16.10 and this increase up to 19.83 in the post-test. The difference between the average score of the two tests 3.73 or difference of 23.18 in percentage analyzing table No. 7 we could see that the average scores of both groups were increased in the post-test. Meanwhile the differential percentage in the experimental group 'B' was higher than the controlled group 'A' (for detail see appendix - 'G')

3.2.3 Paraorthographic Text for Reading Comprehension

Under paraorthographic text, there were under items like describing a map, table, and extracting pie-chart, bar diagram, etc.

Table No. 8
Score in Paraorthographic Text of Control Group 'A'

F.M. 10

No. of students	Findings	Score in Pre-test	Score in Post- test	Post pre (D)	D %
30	Total	156	198	42	26.92%
	Average	5.20	6.60	1.4	
	Gain %	52%	66		

According to the table No. 8 we could see that full marks of paraorthographic text in controlled group 'A' was 10 so, the total score gained by 30 students in pre-test was 156 and its average score was 5.20 with 52% similarly, the total score gained by 30 students in post test was 198 and its average score was 6.60 which reached up to 66%.

Therefore, by comparing pre-test with the post test of controlled group 'A' in paraorthographic text, we could see that total difference score (D) was 42 which differentiated with average 1.4 showing a difference of 26.92 (for detail, see Appendix -'G')

Table No. 9

Score in Paraorthographic Text of Experimental Group 'B'

F.M. 10

No. of students	findings	Score in Pre-test	Score in post- test	Post pre (D)	D %
30	Total	135	202	67	49.62
	Average	4.5	6.73	2.23	
	Gain %	44%	67.33		

According to the table No. 9, we could see that the full marks of 'paraorthographic text' in experimental group 'B' was 10. So, the total score gained by 30 students in pre-test was 135 and its average score was 4.5 with 45%. Similarly, the total score gained by 30 students in post-test was 202 and its average score was 6.73 which reached up to 67.33%

Therefore, by comparing pre-test with the post-test of experimental group 'B' in paraorthographic text for reading comprehension in group 'A' in the pre-test was 5.20 and this increased to 6.60 in the post-test. The difference between the average scores of pre- test and post-test was 4.2 which showed an increase of 26.92 in percentage. Similarly, the average score of the paraorthographic text in group 'B' was 4.5 in the pre-test and it increased to 6.73 the post-test. The difference between the average scores of both test was 2.23 and this increased by 49.62 in the large amount.

By analyzing table No. 8 or 9 we could see that the average scores of both groups were increased by 26.92 and 49.62 respectively. Where we saw a difference in the experimental group i.e. group 'B' (for detail, see Appendix 'G')

3.2.4. Other Reading Text

Under other reading text, there were several test-items like cut out story, flash cards, Cassette player poem, essays, letter etc.

Table No. 10

Score in Other Reading Text of Control Group 'A'

F.M. 20

No. of students	Findings	Score in Pre-test	Score in post- test	Post pre (D)	D %
30	Total	285	345	60	21.05
	Average	9.50	11.50	2.0	
	Gain %	47.5%	57.5		

According to the table No. 10 we could see that the full marks of other reading text control group ‘A’ was 20 the total score gained by 30 students in pre-test was 285 and its average score was 9.50 with 47.5%. Similarly, the total score gained by 30 students in post- test of the same other reading text was 345 and its average score was 11.50 which teacher 57.5.% in the post-test.

Therefore, while comparing both tests of the controlled group ‘A’ in other reading text we could see that total difference score (D) was decreased negatively and reached 60 with 2.00 average score. That is why in the controlled group, pre- test score showed the difference of 21.05% that was negatively decreased percentage in relation to other test (for detail, see Appendix ‘G’).

Table No. 11

Score in Other Reading Text of Experimental Group ‘B’

F.M. 20

No. of students	Findings	Score in Pre-test	Score in post- test	Post pre (D)	D %
30	Total	317	385	68	21.45%
	Average	10.56	12.83	2.26	
	Gain %	52.83	64.16		

By analyzing table No. 11, we could easily see that the full marks of other reading text in the experimental group was 20 the total score gained by 30 students in pre-test was 317 and its average score was 10.56 with 52.83%

Similarly, the total score gained by 30 students in the post-test was 385 and its average score was 12.83 which reached up to 64.16%.

In this way, if we compare pre-test with the post-test of this group 'B', we could see that the total difference score (D) was 68 and its difference average score was 2.26 which showed the difference of 21.45% (D%).

Therefore, as a whole by comparing Group 'A' with group 'B' we could see that, the average score of other reading text of group 'A' in pre-test was 9.50 and it increased by 11.05 in the post-test. The difference between both groups was 2. Therefore, the average score was 21.45 difference in percentage. Similarly, the average score of other reading text in group 'B' was 10.56 and it increased to 12.83 in the post-test with 2.26 difference which showed a difference of 21.45 in percent (for detail, see Appendix – 'G')

By analyzing table No. 7, we could see that the average score of controlled group increased in post-text. Meanwhile the average score of experimental group is also increased in the post-test. Like other tables, experimental group i.e. group 'B' seemed stronger in this table, too. Thus, we found out that visual materials played effective role to enhance reading comprehension of the students.

3.3 The Holistic Comparison Based on the Total Average Score

The reading comprehension consists of different skills including unseen passage, seen passage, paragraphic text, other reading text, grammar, where different activities were carried out. Reading comprehension and its related text and their weightage of marks are presented in the following table.

Table No. 12

Reading Comprehension and their Weightage of Marks

S.N	Reading texts	F.M.	Period taught
1	Seen passages	40	10
2	Unseen passages	30	08
3	Paraortgraphic text	20	04
4	Orther reading text	20	04
	Total	100	24

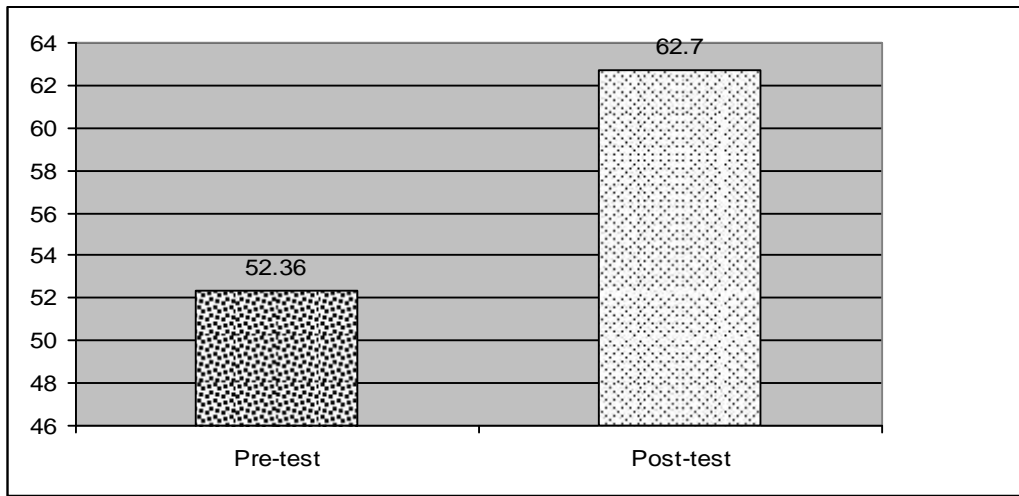
Different activities were presented to measure the proficiency of the students in the reading compression. Different grammatical activities were included in aforementioned reading texts. Grammatical achievement of students is also observed from those reading text from brid's eye-view. In other words, a macro level comparison between the achievement of group 'A' and 'B' is presented here. For his, the total score of the students in each group was converted into average (for detail, see appendix – 'G').

This table shows that the group 'A' controlled group scored 53.36 in average out of 100 full marks in pre-test. That score reached 62.7 in post-test which showed an increase of 8.97 average score i.e. 16.81 percent. Mean while, the group 'B' secure 54 average score out of 100 full marks in pre-test and it increased to 68.32 in post-test. The increase rate was 14.43 average score that made 26.72%. Hence, group 'B' performed better and visual materials remained quite effective on teaching English, since the group 'B' was experimental and the students of that group were taught using visual materials.

However, there can be seen heterogeneity in the performance of the students of group 'B' because the S.D. value of the score of that group was 6.45 against 2.59 of group 'A'. Obviously all the students in groups 'B' did not get the marks increase in equal ratios and their score varied from 63 to 82 in the post test (for details, see appendix- 'G' post-test group 'B'). This result reminds us that equal attention should be given towards all the individual in the class is one importance factor to be taken into account while teaching the English language using teaching visual materials in order to reduce the heterogeneity in the performance of the students. To make the data clear, the following charts are given below:

Bar Diagram No. 1

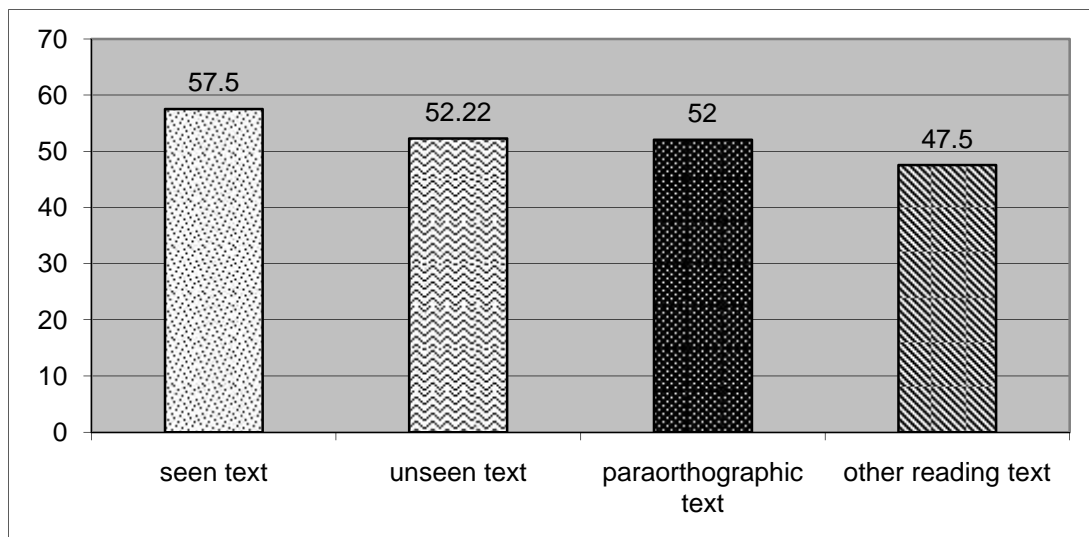
Total Percentage of Controlled Group 'A' in Both Tests



By analyzing the bar diagram No. 1 we got the total percentage of control group 'A' in both tests. Therefore, the control group got 53.36 in the pre-test conversely, the control group 'A' got 62.70 in the post test. Therefore in the chart we could see that the control group seemed stronger in post-test with 62.70 than the pre-test where there was only 53.36%.

Bar Diagram No. 2

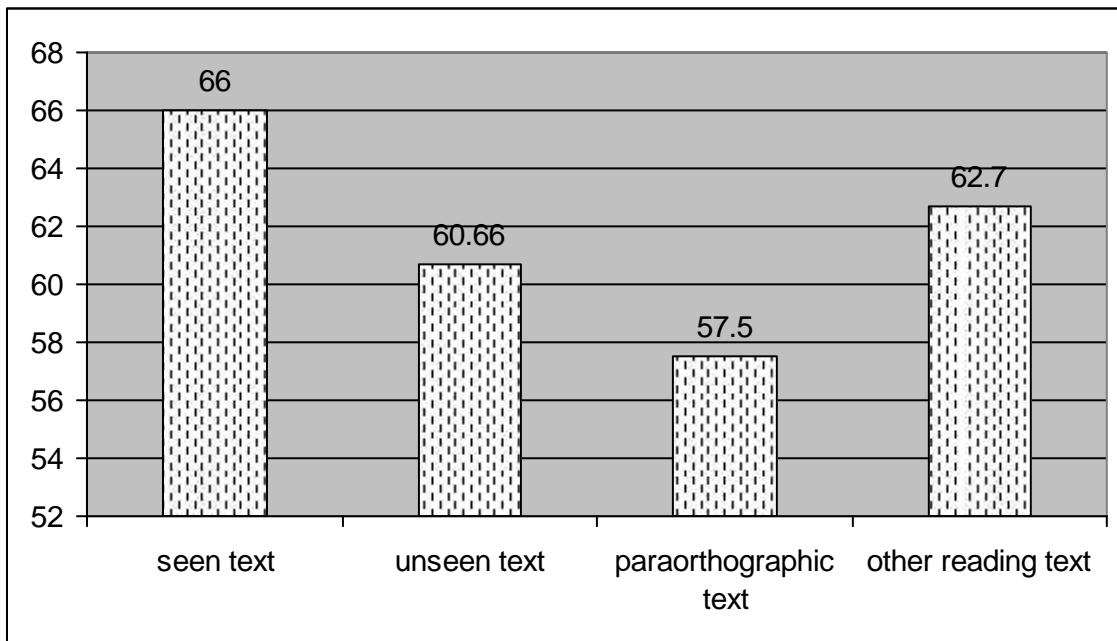
Total Distribution of Scores in Percentage in the Pre-test of Controlled Group 'A'



This diagram shows that the total distribution of scores in percentage in the pre-test of control group 'A' where students in seen text secured 57.50%. Likewise, they secured 52.22% 52% and 47.5% in unseen, paraorthographic ad other reading text respectively. Therefore, the highest percentage secured in seen text was 57.50% and lowest in other reading text was 47.5%. So, this diagram clarifies that the students total proficiency over particular areas of reading text in the pre-test which was taken before the actual teaching in the research study by the researcher.

Bar Diagram No. 3

Total Distribution of Scores n Percentage in the Pre-test of Control Group 'A'

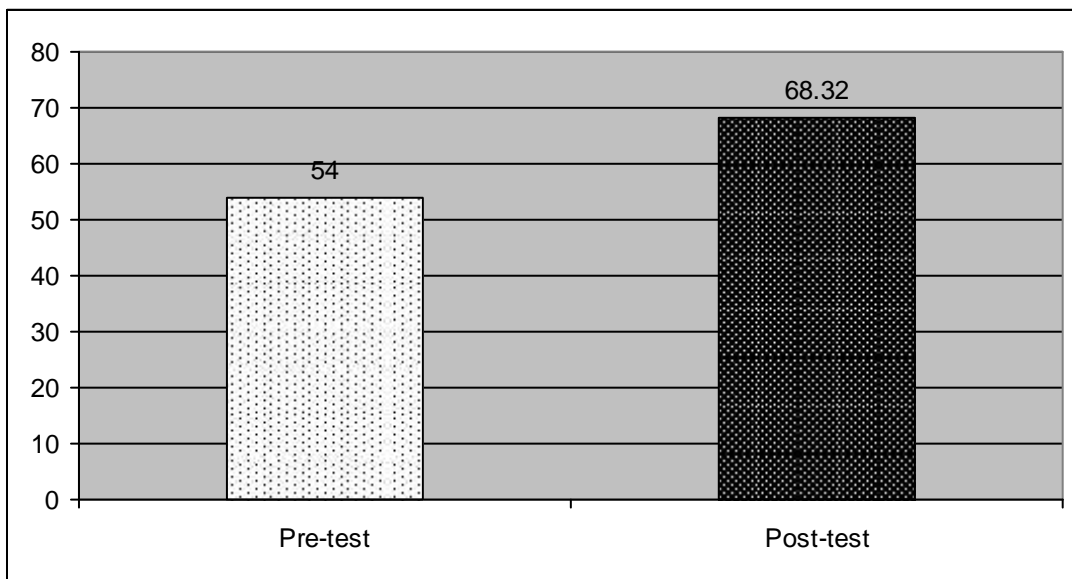


Here, the diagram clarifies the total distribution of scores in percentage in the post-test of control group 'A', where students in seen reading text secured 66%. Likewise, students secured 60.66%, 57.50% and 62.70% unseen reading text, parathographic reading text, and other reading text

respectively. Therefore, the highest percentage was secured in seen reading text with 66% and the lowest in paraorthographic reading text with 57.50%. So, this diagram expresses that the total scores gained by the students in four different areas in the post-test which was taught without using different kinds of teaching visual materials.

Bar Diagram No. 4

Total Percentage of Experimental Group 'B' both Tests



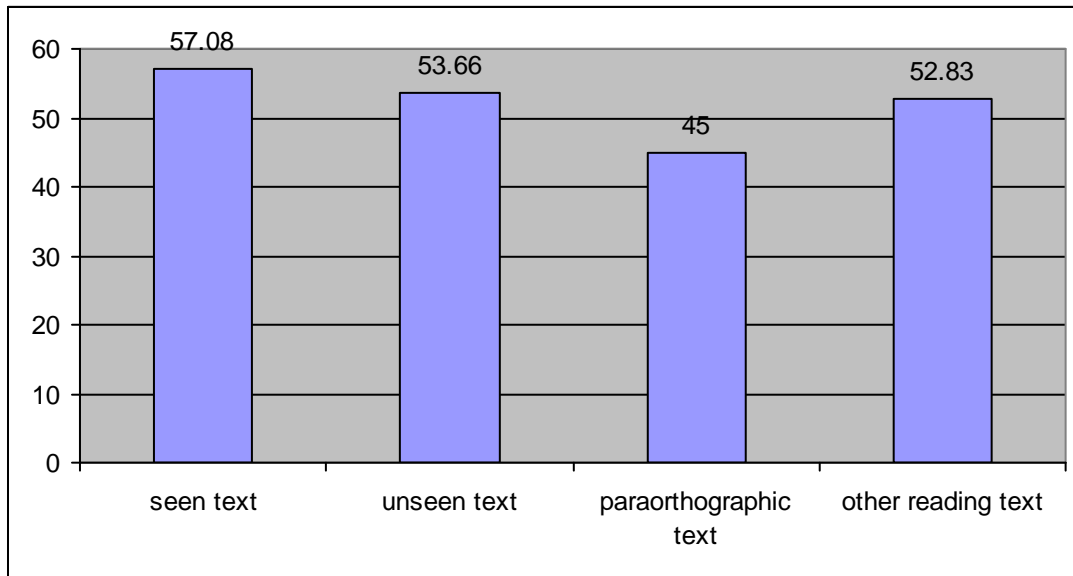
By analyzing the chart no. 4 we got the total percentage of experimental group 'B' in both tests. That is why the experimental group secured 54% in the pre-test. On the other hand group 'B' secured 68.32 % in the post-test. Therefore, in the chart we could see that the experimental group seemed very much stronger in the post-test than the pre-test.

By the above mentioned bar diagram we could see that the experimental group covered large areas in the post-test in relation to the controlled group. The students in controlled group secured 53.36% marks in the pr-test (See table no. 13), while the students from the experimental group got 54%.

Similarly, control got 62.7% in the post-test, (see table No. 13) while the students from the experimental group secured 68.32% in the post-test.

Bar Diagram No. 5

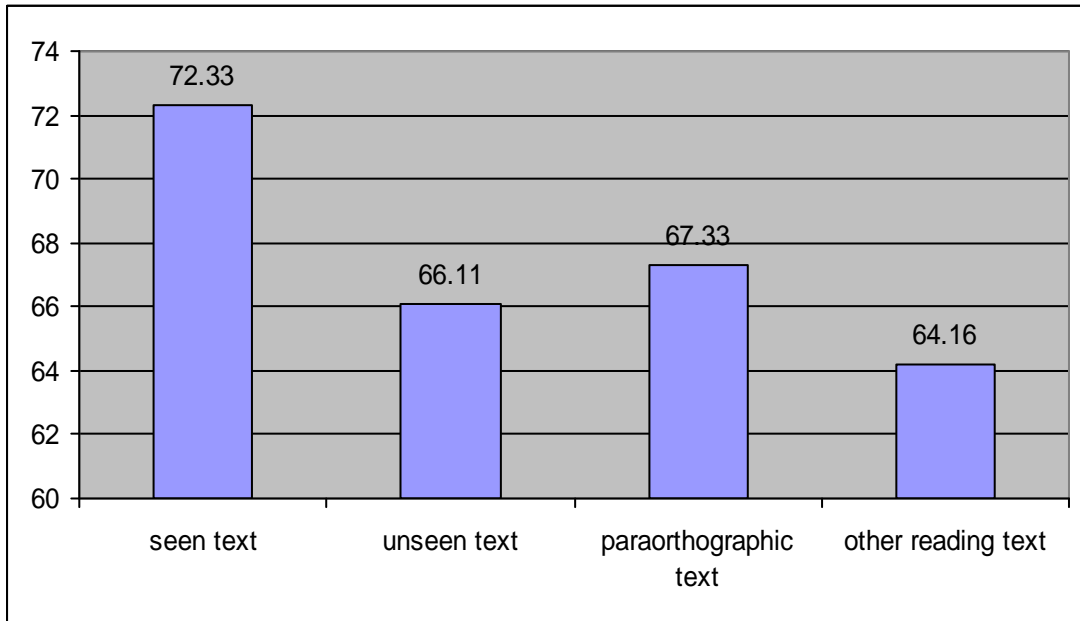
Total Distribution of Scores in Percentages in the Pre-test of Experimental Group 'B'



This diagram shows that the total distribution of scores in percentage in the pre-test of experimental group 'B', where students in seen text secured 57.08% Likewise, they secured 53.66%, 45% and 52.83% in unseen text paraorthographic and other reading text respectively. Therefore, the highest percentage secured was 57.08% and lowest in paraorthographic text was 45% so, this diagram clarifies that the students' total proficiency over particular text in pre-test in experimental group.

Bar Diagram No. 6

Total Distribution of Scores in Percentage in the Post-test of Experimental Group 'B'



By analyzing the above mentioned bar diagram no. 6 we got the total percentage of different types of reading text in experimental group 'B'. The highest percentage was found in 'seen text' with 72.33% and the lowest in other reading text with 64.16%. The second and third highest scores were found in 'pararthographic text' and 'unseen text' with 67.33% ad 66.11% respectively.

CHAPTER – FOUR

FINDINGS AND RECOMMENDATIONS

This chapter presents the summary of findings and the pedagogical implications based on the studies which are given below under their respective sub heading.

4.1 Findings

After the analysis and interpretations of the data, the following findings have been summed up:

1. The teachers in public and community (higher) secondary schools of Gorkha district did not used teaching visual materials except usual teaching materials while teaching reading comprehension. The use of blackboard was also found to be rarely used. Therefore, the students were not involved in the activities to promote reading comprehension.
2. According to the research findings, teachers focused only on the test items. And the classes were fully examination oriented. The only purpose teaching was to facilitate students. Classes were impractical due to the lack of teacher training, teaching visual materials, physical facilities of the school etc.
3. The experimental group (group 'B') was taught using visual materials got its average scores increased in seen text, unseen text, paraorthographic text and other reading text by 66%, 60.66%, 57.50% and 62.70% percent respectively in the post-test whereas, the controlled group which was taught without using visual materials got its average scores increased in the same areas by 14.78, 16.17, 26.92 and 21.05 percent respectively in the post-test. It shows that the

progress rate of experimental group was higher in all areas (see table no. 4 to 13).

4. To make a macro level comparison, the student of controlled group scored 53.36 in average to 62.7 in the post-test, that increased to 62.7 in the post-test by 8.97 average score i.e. 16.81 percent meanwhile, the experimental group secured 54 average score in pre-test by 8.97 average score i.e. 16.81% mean while the experimental group secured 54 average score in pre-test by 14.43 average score i.e. 26.72 percent. In this way, 26.72 percent increment in the score f experimental group against the 8.97 percent of controlled group was as a result of using teaching visual materials. (see table No. 13).
5. Holistic comparison interms of SD value in the post-test shows that there was more heterogeneity in the progress among the individual of controlled group because the SD value of experimental was 6.45 of controlled group. Thus, the teachers need to pay attention to all the students while carrying out any activity in the class room (see appendix – G).
6. The result indicates that if learners are taught reading text with using visual materials students can make better progress in reading comprehension.
7. It is found that visual materials as teaching materials are more effective than without using visual materials.

4.2 Recommendations

After conducting this study it is found that the uses of teaching visual materials play a great role in teaching reading comprehension in English to grade IX students. On the basis of findings, the following recommendations are made.

- a) The English language teachers should use the visual materials for enhancing or developing reading comprehension.
- b) Students have to be taken as far as possible to the real life situation or life based activity to improve their reading comprehension. Teaching in this way, becomes easier. The teacher can bring different materials while teaching himself or herself should make the items clear by exploiting several activities.
- c) To use teaching material in the school effectively, the teacher should be frequently provided with training and encouraged to use these materials in class.
- d) The prime responsibility of the teacher is to use visual materials while teaching the English Language so as to cause more achievement of students. Therefore, the teacher should be aware of the following things while using visual materials.
 - i. The teacher should try to teach students by using visual materials for teaching reading comprehension.
 - ii. Pictures, flash cards, charts used as teaching materials should be relatively large and visible to all the students.
 - iii. They should be displayed at such a place that the students from every corner can see them

- iv. The teachers teaching should try to take feedback of the use of teaching materials.
- v. He/she is advised to observe all the students whether they have shown their concentrations or not.
- vi. He needs to pay attention to using locally available materials and save them for reuse.
- vii. All the teachers are advised to had discussions on the use of visual materials and prepare the materials jointly.
- viii. The teacher is advised to encourage the poor students, to take part in the activities conducted by using visual materials so as to cause homogeneous performance of the class.

e) At present, Nepal government is seeking to bring change in the curriculum. In this context, the curriculum designers should be very clear about the use of visual materials.

f) The programmers of BPEP are advised to play an active role in improving the English language teaching by focusing on the use of teaching visual materials. The organization and intuition like NELTA should play an active role for the development of a curriculum and determined the place of visual materials in it.

g) There should be provision of library in each school with adequate reading materials like, newspaper, notices, manuals, magazines, poems, stories, essays, novels, journals, etc.

h) The concerned authority should constantly supervise on the availability and use of teaching visual materials in teaching English. The government should appoint at least one English specialized supervisor in each district.

- i) The government or district education office (DEO) should equally provide materials like newspaper, maps, charts, stories, poems, essays to each and every school for the development of reading comprehension in English.
- j) The computer should be equally provided and used for teaching purpose in the remote areas too.
- k) High teaching loads should be minimized to the teachers. Therefore, teachers teaching load should be reduced for the holistic development in teaching and learning activities.
- l) The schools needs to manage necessary teaching materials for teaching English language. Thus, materials should have proper space in the school's expenditure. The government should also allocate materials in all the schools through the nation.
- m) In community or public secondary and higher secondary schools of Nepal, the class size is found to be very large. As a result, administration of any interactive techniques in the classroom is constrained. So, there should be adequate facilities and division of section to cause proper use of materials required.
- n) If electricity is not available, by using batteries, the proper electric materials like multimedia projector, OHP and TV should be used for teaching particular items.
- o) The authoritative institutions or the organizations should appoint only trained teachers. If not, the trainings should provide to all the teachers who have been teaching for a long time.
- p) Different types of visual materials can be used with simple language and context-providing illustrations many are accessible to students with limited

language abilities. So their number should be increased in classroom teaching for reading comprehension.

As a researcher, in my opinion, if the above mentioned recommendations taken into account through the problems in ELT will be reduced. At the same time, if the teaching is practise according using teaching visual materials, it will certainly add a positive role in maintaing holistic development in educational sector.

4.3 Pedagogical Implications of the Study

Visual materials have very important role in teaching and learning the English language. Thus, change is an inevitable part in this respect. The same is true with teaching and learning of English too. As a result some new trends have entered this process and several changes and reforms have been observed in the English language teaching techniques too.

In such reforms and changes, the genuine and effective researchers play a vital role. The findings of the present research will also have some implications on teaching and learning of English as a foreign language in Nepal. Some of the implications are as follows:

- i. Learning is not sufficient with only one teaching method. Positively high degree of the result of experimental group is the evidence in this regard. The teachers have to use different kinds of teaching visual materials to develop their reading comprehension.
- ii. In teaching and learning activities the practice of prescribed method and techniques only can not have positive result in learning. The teaching needs to be innovative and be able to use different techniques

in the classroom as well along with the materials she/he has brought into the classroom to supplement his/her teaching.

- iii. Similarly, the management of the classroom situation is another factor to influence teaching and learning process. If the classroom is bright with moveable furniture and wide activities in the classroom, teaching visual materials can effectively be used and learning of English is also facilitated. For the implementation of teaching-learning activities in the classroom, the teacher feels comfortable in a bright and well-equipped classroom.
- iv. Likewise, the concept of the teachers is worth discussing here. The teachers especially at the public/community schools are rarely found using visual materials while conducting teaching activity. The concerned authorities should find out the factors causing it and this culture of avoidance should be eradicated.
- v. By analyzing the standard deviation, it can be inferred that the higher distribution of standard deviation of the test performance result in the more heterogeneous nature of the students. The teacher must give attention towards the heterogeneous group and the class structure as well as the classroom activities may also vary. The lower distribution of the standard deviation shows the learning group is homogenous and the teacher, to some extent is at ease. The teacher rather needs to encourage the students take parts in the activities conducted in order to raise their performance by participation.
- vi. In terms of using the skill in question the students should be exposed to authentic written materials from the very beginning. If they are exposed to such reading texts directly without teaching using such

materials, they might get puzzled and better perception can not be expected. So, the concerned authorities should instantly take into account of these factors seriously.

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APPENDIX – A

Test Item

Attempt all questions

Test : 'A'

1. Read the following passage and answer the question given below:

We arrived just as he was being wheeled, unconscious into the emergency room with bandages around his head. We were ushered to a waiting room. Then the nightmare began. The first doctor's words were blurring. I heard something about the head injury, and the need for an immediate operation. We waited and waited. Finally a surgeon appeared. Grim faced he shook his head. "Sorry, there's no hope".

When I looked at Ryan in intensive care, I thought my heart would break. My beloved, confident, athletic son was lying motionless on a bed. His beautiful brown eyes were open but vacant, staring at the ceiling. We were shattered and our hearts were broken. We realized it was time to say good bye. Then at 4.00 pm, nine days after the accident, when all was quiet with only Gray, and me at his side, our son gently took his last breath.

A. Choose and copy the best answer:

(i) After the accident, Ryan was.....

a) conscious b) unconscious c) taking rest at home

ii) The surgeon told them there was..... hope of life

a) a little b) very little c) no

iii) Ryan was.....

a) an athletic b) a driver c) a boxer

iv) Doctor's words were.....

a) soft b) blurring c) hushed

v) Ryan took his last breathdays after the accident.

a) nine b) eight c) twenty

B. Answer the following questions:

i) Why was Ryan taken to hospital ?

ii) How was Ryan's condition to hospital ?

iii) Why did Ryan's parents feel that they were shattered ?

iv) How long did Ryan live alive after the accident ?

v) How did Ryan take his last breath ?

C) Put the following sentences the right order copy the sentences 5

- i. Ryan lay unconscious for some day at hospital.
- ii. Ryan died at last leaving his parents with broken hearts.
- iii. Ryan had a very serious head injury in the road accident.
- iv. After operation, the doctor declared that Ryan would die.
- v. We were shattered and our hearts were broken.

D) Write 'T' for correct and 'F' for incorrect sentences 7.5

- i. Ryan was a driver.
- ii. Ryan need an immediate operation
- iii. The surgeon told them that there was hope of life.
- iv. Ryan's condition in hospital was good.
- v. Ryan took his last breath gently.

Test : 'B'

2. Read the following passage and answer the questions given below:

Many people buy bottles of mineral water when they travel away from home. Buying water is more expensive than carrying your own water. If you buy a Nalgene water bottle you can easily carry water from your own home. Nalgene water bottles are made from a type of plastic that is stronger than steel. The plastic is so strong that boiling water can not make a hole in it and each bottle can be used for at least fifteen years. Nalgene water bottles are more expensive than the smaller ones but they carry more water. The smaller bottles are as strong as the big bottles and they last as many years.

Buying a Nalgene water bottle means that you can always carry fresh, clean water with you. This will save your money because you won't have to buy expensive mineral water anymore.

A. Complete the following sentences with correct information. 3

- i. Nalgene water bottles are made from a type of
- ii. Nalgene water bottles come in different.....

B. Write 'T' for true and 'F' for false statement 3

- i. Nalgene water bottles will save your money
- ii. Buying water is more expensive than carrying your own water .
- iii. The smaller bottles are more expensive than the bigger ones.

C) Choose the best answer from the alternatives given: 3

i) Many people buy bottles of

a) Nalgene water bottle

b) mineralwater

c) Both of them

ii) Nalgene water bottle are made from a type of

a) plastic

b) Steel

c) Iron

iii) Nalgene bottle can be used for at least.....

a) Ten years

b) Twenty years

c) Fifteen years

D. Match the words in column 'A' with the meaning in column 'B'

a) Buy

i) having great power

b) Expensive

ii) costing a lot of money

c) Strong

iii) to obtain something by pay money for it.

E. Find words in the passage which opposite meaning to : 3

a) Cheap

b) Weak

c) Inexpensive

F. Rearrange the following words to make meaningful sentences 3

a) Expensive /than/ carrying/ own/ your/ water/ buying / is / water/ more

b) Bigger / the / are / bottles / expensive / more

c) Nalgene / bottles / water / made / are / from / plastic / a type of

G. Answer the following questions 12

a) What do many people buy to drink when travel away from home ?

b) How long can you use a Nalgene water bottle for ?

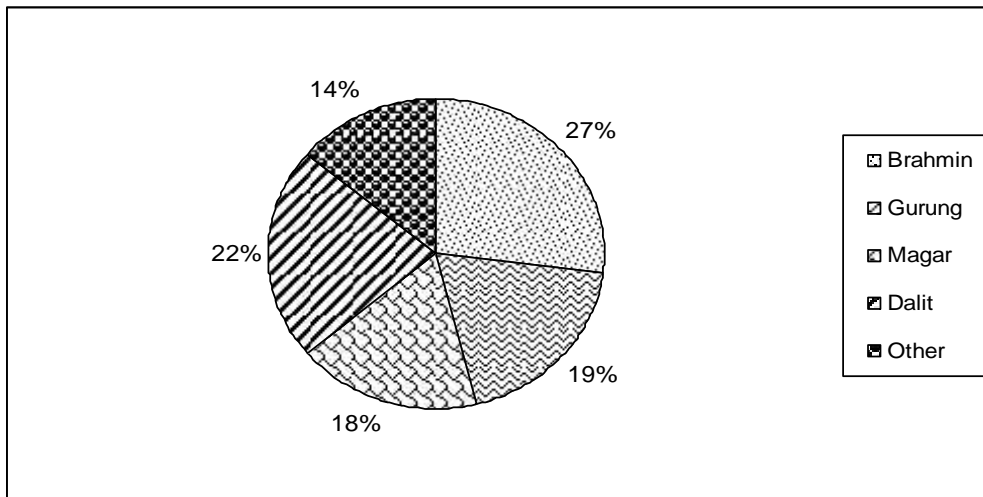
e) What are the bottles made from ?

f) Compare the bigger Nalgene bottles to the smaller ones.

Test : C

3. Read the following pie chart and answer the following questions:

Total no of students in class nine to castesis – 130, so



A. Answer the following questions: 10

- i. How many students are from Dalit ?
- ii. From which caste the number of students are highest ?
- iii. From which cast the number of student is least ?
- iv. Mainly which castesis of students are found in Gyan Jyoti Higher Secondary School ?

Test 'D'

I Read the following text and answer the questions that it follows:

Heartly greeting and Best wishes to all the
Nepalese residing in all corners of the globe on the occasion of
Happy New year 2067
May the New Year brings you a lot of joy, happiness, peace and
prosperity in the days to come.
harisaran Dawadi
Gorkha

A. Answer the following questions : 10

- i. What is the above text ?
- ii. What does writer want ?
- iii. Who wrote this text ?
- iv. for Which new year it is written ?

II. Read the following letter and answer the following questions.

Kirtipur

16th July, 2010

Dear Louise,

I am Sorry for not being able to write earlier. it's not easy even till now. All my travel plan failed when I fell of my motorbike of course ! This was the more terrible accident than before I have been in the hospital for two weeks.

It don't want to upset you by giving the detail of this incident but what I want to say is, i am unable to walk around for sometime. But I take this as a rest of and life will become as usual I mean travel again. Best wishes.

Hari

Answer the following questions: 10

- i. Why did Hari's travel plan fail ?
- ii. How long he has been in hospital ?
- iii. Why didn't he write in time ?
- iv. Who wrote this letter ?

Appendix 'B'

Types of reading text and the activities used in the classroom.

S.No.		
1	Seen text	poems
		stories
		essays
		condolence
		time tables
		paragraphs, etc.
2	Unseen text	advertisement
		notice
		newspaper
		timetables
		poems
		stories
		paragraps form newspaper
		mamals
		letters
		article,etc.
3	Paraorthographic writing	bar. dragraw
		table
		pie chart etc
		maps,
4	Other reading text	cutout story
		flash cards
		cassette player etc

Appendix - 'C'

The list of students observed on both group

S.N.	Group 'A' (Control Group)	S.N	Group 'B' (Experimental Group)
1	Subash Dawadi	1	Rabina Kairala
2	Dhan Bahadur Gurung	2	Rabin Koirala
3	Sirjan Dawadi	3	Binayak Adhikari
4	Prabesh Dhakal	4	HariRam Adhikari
5	Anjita Khanal	5	Surya Gurung
6	Sumina Bhatta	6	Sapana Ghale
7	Sita Bk	7	Sumana Panta
8	Bijaya Pariyar	8	Kiriti Ghale
9	Sujan Dawadi	9	Amit Nepali
10	Rabina Adhikari	10	Suman Gyawali
11	Ambika Dawadi	11	Sita Thapa
12	Sima Dhakal	12	PadamRana Magar
13	Keshav Dhital	13	Bhagawan Gurung
14	Sanswoti Lamichhane	14	Ranjit Shrestha
15	Shyam Dawadi	15	Gopal Sunar
16	Netha Devi Regmi	16	Kumar Thapa
17	Manisha Shrestha	17	Rajesh Dawadi
18	Bashu Adhikari	18	Sheela Bhatta
19	Kumari B.K.	19	Kala Adhikari
20	Nil Kumari B.K.	20	Kopila Rana
21	Kushum Bhatta	21	Binu maya Gurung
22	Arjun Pandey	22	Dipesh Pariyar
23	Sakala Dawadi	23	Kushal Adhikani
24	Ganesh Gurung	24	Indra Bhadur Bhatta
25	Pratima Dawadi	25	Amit Ghimire
26	Alina Shrestha	26	Melina Shrestha
27	Sarita Devkota	27	Amrita Shrestha
28	Bishnu Thapa	28	Raju Subedi
29	Suresh Gurung	29	Sadhana Devkota
30	Sarada Adhikari	30	Krishna Dawadi

Appendix - 'D'

Observation form

School:

Grade:

Address:

Period:

Name of the Teacher:

Date:

Reading Text	Required Teaching Aids	Visual materials	
		Used	Not Used
Seen Passage	News Paper		
	Advertisement		
	Story/poems		
	Time tables		
	Pictures		
	cutouts		
	Realia		
	Multimedia Projector		
	Flash cards		
Unseen Text (Passage)	Newspaper		
	flash cards		
	Cut outs		
	pictures		
	Realia		
	Multimedia projector		

paraorthographic text	table maps		
	pictures		
	Pie charts, bar-diagrams		
	cut out maps		
	cassette player		
other reading text	cassette player		
	paragraphs		
	flash cards		
	cutouts		

Remarks:

.....
.....

Signature of Observer

Appendix 'E'

Model of lesson Plans

Lesson Plan 1

School : Shree Gyan Jyoti Higer Secondary School

Grade : IX

Date :

Subject : English

Time :

Unit :

Topic : A suitable boy

Item : Reading passage

Objectives : At the end of the class, the students will be able to :

- i) Answer the questions based on the text
- ii) find out the oppositive similar meaning of the words based on the text

Teaching Materials :

The usual classroom materials.

Presentation and practice:

-) First of all, I will provide the class roles of characters to perform
-) Then, the students will be asked to perform the role play.
-) The students who were only observers will be asked if they understood anything from the performance.
-) Finally, I will help the students on difficult diction and explain the text.

Evaluation:

-) What is the name of the woman ?
-) Why does the man feel ashamed ?
-) How does he support equality for men and women ?

Lesson plan No.2

School : Shree Gyan Jyoti Higher Secondary

Class : Nine Date :

Subject : English Time :

Unit :

Topic : A suitable boy

Item : Reading Passage

Objectives : At the end of the lesson the students will be able to :

i) Answer the questions based on the text.

Find out the opposite similar meaning of the words based on the text.

Teaching Materials :

The usual classroom materials visual materials words cards and picture cards

Presentation and Practice

-) First of all, I will provide the class roles of characters to perform with the help of word and picture cards.
-) Then the students will be asked to perform the role play.

-) The students who were only observers will be asked if they understood anything from the performance.
-) Finally, I will help the students on difficult diction and explain the text with the help of those cards.

Evaluation: to evaluate the students, I will ask the following questions:

-) What is the name of the woman ?
-) Why does the man feel ashamed ?
-) How does he support equally for men and women ?

Appendix 'F'

Table of Holistic Comparison of both tests in SD value

1. Pre-Test (Group 'A')

S.N.	Individual scored (X)	X (X- \bar{X})	X ²
1	70	16.64	276.8896
2	63	9.64	92.9296
3	58	4.64	21.5296
4	52	-1.36	2.56
5	57	3.34	11.56
6	50	-3.36	12.96
7	45	-8.36	73.96
8	59	5.64	29.16
9	51	-2.36	6.76
10	58	4.64	19.36
11	46	-7.36	57.76
12	57	3.64	11.56
13	59	-4.36	21.16
14	50	-3.36	12.96
15	52	-1.36	2.56
16	41	-2.36	6.76
17	52	-1.36	1.8496
18	52	-1.36	1.8496
19	52	-1.36	1.8496
20	53	-0.36	0.1296
21	55	-1.36	1.8496

22	52	-1.36	1.8496
23	51	-2.36	5.569
24	58	4.64	21.52
25	60	6.64	44.0896
26	54	0.64	0.4096
27	47	-6.36	40.4496
28	49	-4.36	19.0096
29	46	-7.36	54.1696
30	52	-1.36	1.8496
Total	$\Sigma x = 1601$		$\Sigma x^2 =$ 1229.6429

$$\begin{aligned} \text{We have } (\bar{X}) \text{ mean} &= \frac{\Sigma x}{n} = \frac{1601}{30} \\ &= 53.36 \end{aligned}$$

$$\begin{aligned} \text{We know } \dagger \text{ S.D} &= \sqrt{\frac{\Sigma x^2}{n}} \\ &= \sqrt{\frac{1229.6426}{30}} \\ &= 1.1688 \end{aligned}$$

2. Pre-Test (Group 'A')

S.N.	Individual scored (X)	X (X- \bar{X})	X ²
1	71	17	289
2	63	9	81
3	61	7	49
4	57	3	9
5	49	-5	25
6	55	1	1
7	53	-2	4
8	48	-6	36
9	51	-3	9
10	46	-8	64
11	48	-6	36
12	49	-5	25
13	51	-3	9
14	55	1	1
15	47	-7	49
16	60	6	36
17	58	4	16
18	54	0	0
19	50	-4	16
20	53	-1	1
21	48	-6	36
22	53	1	1
23	60	6	36
24	54	0	0

25	52	-2	4
26	50	-4	16
27	56	2	4
28	59	5	25
29	60	6	36
30	49	-5	25
Total	$\Sigma x = 1620$		$\Sigma x^2 = 938$

$$\begin{aligned} \text{We have } (\bar{X}) \text{ mean} &= \frac{\Sigma x}{n} = \frac{1620}{30} \\ &= 54 \end{aligned}$$

$$\begin{aligned} \text{We know } \dagger \text{ S.D} &= \sqrt{\frac{\Sigma x^2}{n}} \\ &= \sqrt{\frac{938}{30}} \\ &= 5.59 \end{aligned}$$

3. Post-Test (Group 'A')

S.N.	Individual scored (X)	X (X- \bar{X})	X ²
1	76	15.4	237.16
2	69	8.4	70.56
3	69	8.4	70.56
4	64	3.4	11.56
5	65	4.4	19.36
6	62	1.4	1.96
7	56	-4.6	21.16
8	67	6.4	40.96
9	60	-.6	0.36
10	68	7.4	54.76
11	55	-5.6	31.36
12	66	5.4	29.16
13	55	-5.6	31.36
14	57	-3.6	12.96
15	61	0.4	0.16
16	64	3.4	11.56
17	58	-2.6	6.76
18	63	2.4	5.76
19	61	0.4	0.16
20	62	1.4	1.96
21	63	2.4	5.76
22	60	-0.6	0.36
23	60	-0.6	0.36
24	69	8.4	70.56

25	67	6.4	40.96
26	63	2.4	5.76
27	58	-2.6	6.76
28	58	-2.6	6.76
29	56	-4.6	21.6
30	66	5.4	29.16
Total	$\Sigma x = 1881$		$\Sigma x^2 = 847.64$

We have (\bar{X}) mean $= \frac{\Sigma x}{n} = \frac{1881}{30}$

$$= 60.6$$

We know \dagger S.D $= \sqrt{\frac{\Sigma x^2}{n}}$

$$= \sqrt{\frac{847.64}{30}}$$

$$= \sqrt{28.25}$$

$$= 5.31$$

4. Post-Test (Group 'B')

S.N.	Individual scored (X)	$X (X - \bar{X})$	X^2
1	82	14.33	205.3489
2	77	9.34	87.2356
3	75	7.34	53.8756
4	68	0.34	0.1156
5	63	-4.66	21.7156
6	68	0.34	0.1156
7	62	-5.66	32.0356
8	58	-9.66	93.3156
9	67	-0.66	0.4356
10	62	-5.66	32.0356
11	64	-3.66	13.3956
12	67	-0.66	0.4356
13	65	-2.66	7.0756
14	67	-0.66	0.4356
15	63	-4.66	21.7156
16	72	4.34	18.8356
17	74	6.34	40.19
18	70	2.34	5.4756
19	65	-2.66	7.0756
20	70	2.34	5.4756
21	61	-3.66	13.3956
22	67	-0.66	0.4356
23	75	-7.34	53.8756
24	64	-3.66	13.956

25	68	0.66	0.1156
26	64	-3.66	13.3956
27	74	6.34	40.19
28	73	5.34	28.5156
29	74	6.34	40.19
30	68	0.34	0.1156
Total	$\Sigma x = 2050$		$\Sigma x^2 = 706.3454$

We have (\bar{X}) mean = $\frac{\Sigma x}{n} = \frac{2050}{30}$

$$= 67.66$$

We know \dagger S.D = $\sqrt{\frac{\Sigma x^2}{n}}$

$$= \sqrt{\frac{706.3454}{30}}$$

$$= \sqrt{23.544}$$

$$= 4.8522$$

Appendix 'G'

Table of Result Sheets

Pre-test Result Sheet

Group 'A' (Control)

S.N.	Types of text reading	Seen text	unseen text	Paraorthographic text	Other reading text	Total
1	Subash Dawadi	31	19	7	13	70
2	Dhan Bahadur Gurung	28	18	6	11	63
3	Sirjan Dawadi	27	17	4	10	58
4	Prabesh Dhakal	19	17	5	11	52
5	Anjita Khanal	28	13	6	10	57
6	Sumina Bhatta	17	18	7	8	50
7	Sita Bk	18	14	4	9	45
8	Bijaya Pariyar	27	16	5	11	59
9	Sujan Dawadi	19	15	7	10	51
10	Rabina Adhikari	26	18	6	8	58
11	Ambika Dawadi	20	13	5	8	46
12	Sima Dhakal	25	17	6	9	57
13	Keshav Dhital	20	14	6	9	49
14	Sanswoti Lamichhane	21	15	4	10	50
15	Shyam	24	14	4	10	52

	Dawadi					
16	Netha Devi Regmi	23	13	5	10	51
17	Manisha Shrestha	23	12	6	9	52
18	Bashu Adhikari	22	18	4	8	52
19	Kumari B.K.	23	16	4	9	52
20	Nil Kumari B.K.	22	17	5	9	53
21	Kushum Bhatta	27	13	5	10	55
22	Arjun Pandey	22	14	5	11	52
23	Sakala Dawadi	23	16	4	8	51
24	Ganesh Gurung	25	18	5	10	58
25	Pratima Dawadi	30	17	5	8	60
26	Alina Shrestha	26	13	5	10	54
27	Sarita Devkota	16	16	6	9	47
28	Bishnu Thapa	20	15	6	8	49
29	Suresh Gurung	17	16	4	9	46
30	Sarada Adhikari	19	18	5	10	52
Total		690	470	156	285	1601
Average		23	15.66	5.20	9.50	53.36
Percentage		57.5	52.22	52	47.5	53.36

Pre-test Result Sheet

Group 'B' (Experimental)

S.N.	Types of text reading	Seen text	unseen text	Paraorthographic text	Other reading text	Total
1	Rabina Kairala	30	21	6	14	71
2	Rabin Koirala	28	18	5	12	63
3	Binayak Adhilcari	25	22	4	10	61
4	HariRam Adhikari	26	15	5	11	57
5	Surya Gurung	20	14	6	9	49
6	Sapana Ghale	24	18	5	8	55
7	Sumana Panta	21	19	5	8	53
8	Kiriti Ghale	20	13	4	11	48
9	Amit Nepali	25	12	4	10	51
10	Suman Gyawali	50	15	3	13	46
11	Sita Thapa	60	14	4	14	48
12	PadamRana Magar	20	12	6	11	49
13	Bhagawan Gurung	22	16	5	8	51
14	Ranjit Shrestha	23	18	4	10	55
15	Gopal Sunar	16	19	3	9	47
16	Kumar Thapa	23	21	4	12	60
17	Rajesh Dawadi	21	20	3	14	58

18	Sheela Bhatta	20	17	6	11	54
19	Kala Adhikari	21	14	5	10	50
20	Kopila Rana	27	13	4	9	53
21	Binu maya Gurung	25	12	3	8	48
22	Dipesh Pariyar	20	15	6	12	53
23	Kushal Adhikani	26	16	5	13	60
24	Indra Bhadur Bhatta	20	17	6	11	54
25	Amit Ghimire	18	18	6	10	52
26	Melina Shrestha	24	14	4	8	50
27	Amrita Shrestha	23	17	3	13	56
28	Raju Subedi	32	14	4	9	59
29	Sadhana Devkota	30	15	5	10	60
30	Krishna Dawadi	21	14	5	9	49
Total		685	483	135	317	1622
Average		22.83	16.10	4.5	10.56	54
Percentage		57.08	53.66	45	52.83	54

Post-test Result Sheet

Group 'A' (Control)

S.N.	Types of text reading	Seen text	unseen text	Paraorthographic text	Other reading text	Total
1	Subash Dawadi	32	21	8	15	76
2	Dhan Bahadur Gurung	30	19	7	13	69
3	Sirjan Dawadi	30	20	6	13	69
4	Prabesh Dhakal	25	19	6	14	64
5	Anjita Khanal	30	16	7	12	65
6	Sumina Bhatta	23	22	8	9	62
7	Sita Bk	22	17	6	11	56
8	Bijaya Pariyar	28	20	7	12	67
9	Sujan Dawadi	22	18	8	12	60
10	Rabina Adhikari	30	21	7	10	68
11	Ambika Dawadi	23	16	7	9	55
12	Sima Dhakal	29	16	7	12	66
13	Keshav Dhital	22	15	7	11	55
14	Sanswoti Lamichhane	24	17	5	11	57
15	Shyam Dawadi	27	16	6	12	61
16	Netha Devi Regmi	28	18	7	11	64

17	Manisha Shrestha	29	15	7	10	58
18	Bashu Adhikari	28	20	6	9	63
19	Kumari B.K.	28	18	5	10	61
20	Nil Kumari B.K.	24	18	7	13	62
21	Kushum Bhatta	26	17	6	13	63
22	Arjun Pandey	24	17	7	12	60
23	Sakala Dawadi	25	20	6	9	60
24	Ganesh Gurung	28	22	7	12	69
25	Pratima Dawadi	31	20	6	10	67
26	Alina Shrestha	29	16	6	12	63
27	Sarita Devkota	23	17	7	11	58
28	Bishnu Thapa	25	16	7	10	58
29	Suresh Gurung	21	17	5	13	56
30	Sarada Adhikari	26	20	6	14	66
Total		792	546	198	345	1881
Average		26.40	18.20	6.60	11.50	62.70
Percentage		66	60.66	57.50	62.70	62.70

Post-test Result sheet

Group 'B' (Experimental)

S.N.	Types of reading text	Seen text	unseen text	Paraorthographic text	Other reading text	Total
1	Rabina Kairala	36	22	8	16	82
2	Rabin Koirala	35	21	7	15	77
3	Binayak Adhikari	34	24	5	12	75
4	HariRam Adhikari	30	18	7	13	68
5	Surya Gurung	27	17	8	11	63
6	Sapana Ghale	31	20	7	10	68
7	Sumana Panta	24	21	6	11	62
8	Kiriti Ghale	25	16	5	12	58
9	Amit Nepali	32	15	6	14	67
10	Suman Gyawali	20	20	7	15	62
11	Sita Thapa	24	19	6	15	64
12	PadamRana Magar	27	18	8	14	67
13	Bhagawan Gurung	28	22	6	9	65
14	Ranjit Shrestha	29	21	7	13	67
15	Gopal Sunar	23	23	7	10	63
16	Kumar Thapa	30	22	6	14	72
17	Rajesh Dawadi	28	21	7	15	74

18	Sheela Bhatta	28	21	8	13	70
19	Kala Adhikari	29	19	6	11	65
20	Kopila Rana	34	18	7	11	70
21	Binu maya Gurung	30	17	6	11	64
22	Dipesh Pariyar	26	19	8	14	67
23	Kushal Adhikani	33	21	7	14	75
24	Indra Bhadur Bhatta	24	20	8	12	64
25	Amit Ghimire	26	22	7	13	68
26	Melina Shrestha	30	17	6	11	64
27	Amrita Shrestha	32	22	5	15	74
28	Raju Subedi	35	18	7	13	73
29	Sadhana Devkota	36	19	6	13	74
30	Krishna Dawadi	25	20	8	15	68
Total		868	595	202	385	2050
Average		28.93	19.83	6.73	12.83	68.32
Percentage		72.33	66.11	67.33	64.16	68.32

**2. Group wise Result sheet of reading text score in seen text of control
Group 'A'**

S.N.	Score in pre-test	Score in post test	Post –pre	D%
1	31	32	1	
2	28	30	2	
3	27	30	3	
4	19	25	6	
5	28	30	2	
6	17	23	6	
7	18	22	4	
8	27	28	1	
9	19	22	3	
10	26	30	4	
11	20	23	3	
12	25	29	4	
13	20	22	2	
14	21	24	3	
15	24	27	3	
16	23	28	5	
17	25	29	4	
18	22	26	4	
19	23	28	5	
20	22	24	2	
21	27	28	1	
22	22	24	2	
23	23	25	2	

24	25	28	3	
25	30	31	1	
26	26	29	3	
27	16	23	7	
28	20	25	5	
29	17	21	4	
30	19	26	7	
Total	690	792	102	
Average	23	26.40	3.40	
Percentage	57.50	66		14.78%

Score in seen text of Experimental Group 'B'

S.N.	Score in pre-test	Score in post test	Post –pre	D%
1	30	36	6	
2	28	35	7	
3	25	34	9	
4	26	30	4	
5	20	27	7	
6	24	31	7	
7	21	24	3	
8	20	25	5	
9	25	32	7	
10	15	20	5	
11	16	24	8	
12	20	27	7	
13	22	28	6	
14	23	29	7	
15	16	23	7	
16	23	30	7	
17	21	28	7	
18	23	25	2	
19	21	29	8	
20	27	34	6	
21	25	30	5	
22	20	26	6	
23	26	33	7	
24	20	24	4	

25	18	26	8	
26	24	30	6	
27	23	32	9	
28	32	35	3	
29	30	36	6	
30	21	25	4	
Total	685	868	183	
Average	22.83	28.93	6.10	
Percentage	57.08	72.33		26.71

Score in Unseen text of Control Group 'A'

F.M. 30

S.N.	Score in pre-test	Score in post test	Post –pre	D%
1	19	21	2	
2	18	19	1	
3	17	20	3	
4	17	19	2	
5	13	16	3	
6	18	20	4	
7	14	17	3	
8	16	20	4	
9	15	18	3	
10	18	21	3	
11	13	16	3	
12	17	18	1	
13	14	15	1	
14	15	17	2	
15	14	16	2	
16	13	18	5	
17	12	15	3	
18	18	20	2	
19	16	18	2	
20	17	18	1	
21	13	17	4	
22	14	17	3	
23	16	20	4	

24	18	22	4	
25	17	20	3	
26	13	16	3	
27	16	17	1	
28	15	16	1	
29	16	17	1	
30	18	20	2	
Total	470	546	76	
Average	15.66	18.20	2.53	
Percentage	52.22	60.66		16.17

Score in Unseen text of Experimental Group 'B'

F.M. 30

S.N.	Score in pre-test	Score in post test	Post –pre	D%
1	21	22	1	
2	18	21	3	
3	22	24	2	
4	15	18	3	
5	14	17	3	
6	18	20	2	
7	19	21	2	
8	13	16	3	
9	12	15	3	
10	15	20	5	
11	14	19	5	
12	12	18	6	
13	16	22	6	
14	18	21	3	
15	19	23	6	
16	21	22	1	
17	20	21	1	
18	17	23	6	
19	14	19	5	
20	13	18	5	
21	12	17	5	
22	15	19	4	
23	16	21	5	

24	17	20	3	
25	18	22	4	
26	14	17	3	
27	17	22	5	
28	14	18	4	
29	15	19	4	
30	14	20	6	
Total	483	595	112	
Average	16.10	19.83	3.73	
Percentage	53.66	66.11		23.18

Score in Paraorthographic text of Control Group 'A'

F.M. 10

S.N.	Score in pre-test	Score in post test	Post –pre	D%
1	7	8	1	
2	6	7	1	
3	4	6	2	
4	5	6	1	
5	6	7	1	
6	7	8	1	
7	4	6	2	
8	5	7	2	
9	7	8	1	
10	6	7	1	
11	5	7	2	
12	6	7	1	
13	6	7	1	
14	4	5	1	
15	4	6	2	
16	5	7	2	
17	6	7	1	
18	4	6	2	
19	4	5	1	
20	5	7	2	
21	5	6	1	
22	5	7	2	
23	4	6	1	

24	5	7	2	
25	5	6	1	
26	5	6	1	
27	6	7	1	
28	6	7	1	
29	4	5	1	
30	5	6	1	
Total	156	198	42	
Average	5.20	6.60	1.4	
Percentage	52	57.50		26.32

Score in Paraorthographic text of Experimental Group 'B'

F.M. 10

S.N.	Score in pre-test	Score in post test	Post –pre	D%
1	6	8	2	
2	5	7	2	
3	4	5	1	
4	5	7	2	
5	6	8	2	
6	5	7	2	
7	5	6	1	
8	4	5	1	
9	4	6	2	
10	3	7	4	
11	4	6	2	
12	6	8	2	
13	5	6	1	
14	4	7	3	
15	3	7	4	
16	4	6	2	
17	3	7	4	
18	6	8	2	
19	5	6	1	
20	4	7	3	
21	3	6	3	
22	6	8	2	
23	5	7	2	

24	6	8	2	
25	6	7	1	
26	4	6	2	
27	3	5	2	
28	4	7	3	
29	5	6	1	
30	5	8	3	
Total	135	202	67	
Average	4.5	6.73	2.23	
Percentage	45	67.33		49.62

Score in Other reading text of Control Group 'A'

F.M. 20

S.N.	Score in pre-test	Score in post test	Post –pre	D%
1	13	15	2	
2	11	13	2	
3	10	13	3	
4	11	14	3	
5	10	12	2	
6	8	9	1	
7	9	11	2	
8	11	12	1	
9	10	12	2	
10	8	10	2	
11	8	9	1	
12	9	12	3	
13	9	11	2	
14	10	11	1	
15	10	12	2	
16	10	11	1	
17	9	10	1	
18	8	9	1	
19	9	10	1	
20	9	13	4	
21	10	13	3	
22	11	12	1	
23	8	9	1	

24	10	12	2	
25	8	10	2	
26	10	12	2	
27	9	11	2	
28	8	10	2	
29	9	13	4	
30	10	14	4	
Total	285	345	60	
Average	9.50	11.50	2.00	
Percentage	47.5	62.70		21.05

Score in Other reading text of Experimental Group 'B'

F.M. 20

S.N.	Score in pre-test	Score in post test	Post –pre	D%
1	14	16	2	
2	12	15	3	
3	10	12	2	
4	11	13	2	
5	9	11	2	
6	8	10	2	
7	8	11	3	
8	11	12	1	
9	10	14	4	
10	13	15	2	
11	14	15	1	
12	11	14	3	
13	8	9	1	
14	10	13	3	
15	9	10	1	
16	12	14	2	
17	14	15	1	
18	11	13	2	
19	10	11	1	
20	9	11	2	
21	8	11	3	
22	12	14	2	
23	13	14	1	

24	11	12	1	
25	10	13	3	
26	8	11	3	
27	13	15	2	
28	9	13	4	
29	10	13	3	
30	9	15	6	
Total	317	385	68	
Average	10.56	12.83	2.26	
Percentage	52.83	64.16		21.45

Table No. 13

Score Obtained by Students in Grand Total

	Reading text	Seen text	Unseen text	Pararthographic text	Other text	Total	Seen text	Unseen text	Paraorthographic text	Other reading text	Total
	Full marks	40	30	10	20	10	40	3	10	20	100
Pre-test	Total	690	470	156	285	1601	685	483	135	317	1620
	Average	23	15.66	5.20	9.50	53.36	22.83	16.10	4.5	10.56	54
	Percentage	57.50%	52.22%	52%	47.5%	53.36%	57.08%	53.66%	45%	52.83%	54%
Post-test	Total	792	546	198	345	1881	868	595	202	383	2030
	Average	26.40	18.20	6.6	11.50	62.7	28.93	19.83	6.73	12.83	68.32
	Percentage	66%	60.66%	57.50%	62.70	62.7%	72.33	66.11%	67.33%	64.16%	68.32%
	D					8.97					14.43
	D%					16.81%					26.72%
	SD value (post-test)					2.59					6.45